



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

21419 W. Dove Valley Road, Wittmann, AZ 85361

Nadaburg Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Bill J. Collins
Schedule : 07:00 AM to 04:30 PM
Grades : Pre-K-8
Web Address : nadaburg.maricopa.k12.az.us
Phone Number : (623) 388-2321
Fax Number : (623) 388-2204
E-mail : BillC@nadaburgsd.org

Mission

Nadaburg is committed to teaching excellence. Our instructional programs provide rigorous academics. We provide exceptional resources for special needs, gifted, or at-risk students. Teachers and staff stress the importance of good character and work diligently to ensure that our school community is a safe and secure place.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Not Met

School Improvement Status (b)

2005-06 SI Year 1
2004-05 SI Year 1
2003-04 Year 1

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Provide opportunities for students to be successful in academic and social settings appropriate for their grade level.
- ü Provide specific and complete instruction and resources for individual needs of special education students.
- ü Provide a safe and secure learning environment where good character, a desire to learn, and strong study habits are emphasized.
- ü Provide opportunities for students to stay current with technology advancements as it relates to academic resources, research, and real-world situations

Enrollment

October 1, 2005 School Year Student Enrollment : 739
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 15

Instructional Programs

- ü Integrated/Thematic Computer Instruction
- ü Structure of Intellect (SOI) Lab
- ü On-site Special Education
- ü Developmental Preschool
- ü Gifted
- ü After School Tutoring/Summer School
- ü Sheltered English Immersion
- ü English Language Learner (ELL) Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/8/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

We encourage parental involvement and view parents as partners. We strive for academic success. We also recognize the importance of communication via newsletters, flyers, and teacher contacts. We continually strive to keep up such communication.

Parents

Nadaburg expects parents to support the policies of our school. They are expected to provide proper clothing and nutrition to their children, and meet daily school schedules. Parents are also encouraged to provide a good home learning environment.

Transportation Policy

Our district encompasses 117 square miles. Students living more than one-half mile from school are eligible to ride school buses. Pre-K students are permitted to ride buses. Transportation needs of special education students are fully met. In addition, the Nadaburg Elementary School District provides transportation to area high schools for students who reside in our district.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Met AYP NCLB/Performing Status AZLearns	2005
ü Eight Project Venture Teachers	2003
ü Nationally Recognized Tech. Project by Gifted Students	2003
ü Awarded a Safe Schools Grant	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	79	80010	100	100	99	445	445	447	10	10	10	18	18	18	54	54	53	18	18	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	31	38935	100	100	99	436	436	447	16	16	9	13	13	19	61	61	55	10	10	17
Male	48	48	40974	100	100	98	450	450	448	6	6	11	21	21	18	50	50	52	23	23	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	28	28	34545	97	97	99	433	433	432	14	14	14	25	25	24	54	54	53	7	7	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	--	--	3979	--	--	96	--	--	424	--	--	17	--	--	30	--	--	47	--	--	6
White	49	49	35142	100	100	99	453	453	465	6	6	5	14	14	11	55	55	56	24	24	28
Students with Disabilities	14	14	10161	100	100	93	407	407	419	43	43	28	21	21	28	36	36	36	NA	NA	8
Students without Disabilities	65	65	69849	100	100	100	452	452	451	3	3	7	17	17	17	58	58	56	22	22	19
Limited English Proficient Students	NC	NC	14013	NC	NC	97	NC	NC	413	NC	NC	24	NC	NC	34	NC	NC	39	NC	NC	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	44	44	39029	98	98	98	437	437	432	11	11	14	20	20	25	55	55	52	14	14	9
Non-Economically Disadvantaged	35	35	40981	100	100	100	455	455	462	9	9	6	14	14	13	54	54	54	23	23	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	71	79438	91	91	98	454	454	451	3	3	9	30	30	24	61	61	56	7	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	27	38775	87	87	99	452	452	457	NA	NA	7	30	30	22	70	70	58	NA	NA	13
Male	44	44	40560	94	94	97	455	455	446	5	5	12	30	30	25	55	55	54	11	11	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	23	23	34297	79	79	98	447	447	434	4	4	14	35	35	31	57	57	50	4	4	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	--	--	3940	--	--	95	--	--	429	--	--	14	--	--	36	--	--	47	--	--	3
White	47	47	34887	96	96	98	457	457	471	2	2	4	28	28	15	62	62	63	9	9	18
Students with Disabilities	NC	NC	9588	NC	NC	88	NC	NC	416	NC	NC	30	NC	NC	32	NC	NC	34	NC	NC	5
Students without Disabilities	65	65	69850	100	100	100	456	456	456	2	2	7	29	29	23	62	62	59	8	8	12
Limited English Proficient Students	NC	NC	13856	NC	NC	96	NC	NC	407	NC	NC	27	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	38	38	38685	84	84	97	445	445	435	NA	NA	14	42	42	32	53	53	50	5	5	5
Non-Economically Disadvantaged	33	33	40753	100	100	99	464	464	467	6	6	5	15	15	16	70	70	62	9	9	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	77	79971	99	99	99	424	424	423	4	4	8	47	47	41	45	45	49	4	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	31	38974	100	100	99	433	433	437	NA	NA	5	48	48	33	45	45	57	6	6	4
Male	46	46	40895	98	98	98	418	418	410	7	7	10	46	46	47	46	46	41	2	2	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	29	29	34481	100	100	99	415	415	410	7	7	10	52	52	46	38	38	43	3	3	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	--	--	3995	--	--	96	--	--	409	--	--	10	--	--	47	--	--	42	--	--	1
White	47	47	35150	96	96	99	427	427	437	2	2	5	45	45	35	51	51	56	2	2	5
Students with Disabilities	12	12	10258	92	92	94	406	406	377	8	8	23	50	50	51	42	42	25	NA	NA	1
Students without Disabilities	65	65	69713	100	100	100	427	427	429	3	3	5	46	46	39	46	46	52	5	5	3
Limited English Proficient Students	NC	NC	13985	NC	NC	97	NC	NC	382	NC	NC	18	NC	NC	54	NC	NC	27	NC	NC	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	44	44	38994	98	98	98	413	413	409	2	2	10	59	59	47	36	36	41	2	2	1
Non-Economically Disadvantaged	33	33	40977	100	100	100	438	438	437	6	6	5	30	30	34	58	58	56	6	6	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	77	80147	100	100	99	467	467	482	14	14	11	16	16	17	60	60	49	10	10	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	44	39281	100	100	99	470	470	483	11	11	9	16	16	17	61	61	50	11	11	24
Male	33	33	40780	100	100	98	464	464	482	18	18	12	15	15	17	58	58	48	9	9	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	30	30	33494	100	100	99	461	461	466	13	13	15	20	20	23	60	60	49	7	7	14
Asian/Pacific Islander	--	--	2103	--	--	99	--	--	515	--	--	4	--	--	8	--	--	44	--	--	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	44	44	36122	100	100	99	469	469	501	16	16	5	14	14	10	59	59	50	11	11	35
Students with Disabilities	13	13	10295	100	100	92	427	427	443	38	38	33	8	8	26	54	54	33	NA	NA	8
Students without Disabilities	64	64	69852	100	100	100	474	474	488	9	9	7	17	17	16	61	61	51	13	13	26
Limited English Proficient Students	NC	NC	12722	NC	NC	97	NC	NC	441	NC	NC	27	NC	NC	33	NC	NC	37	NC	NC	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	51	51	38371	100	100	97	463	463	465	16	16	15	10	10	23	71	71	49	4	4	13
Non-Economically Disadvantaged	26	26	41776	100	100	100	475	475	498	12	12	6	27	27	11	38	38	49	23	23	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	72	79686	96	96	98	463	463	470	8	8	11	22	22	24	64	64	57	6	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	42	39163	98	98	99	470	470	475	2	2	9	19	19	22	71	71	60	7	7	10
Male	30	30	40438	94	94	97	452	452	465	17	17	13	27	27	25	53	53	54	3	3	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	28	28	33299	93	93	98	454	454	452	4	4	17	32	32	32	61	61	47	4	4	3
Asian/Pacific Islander	--	--	2097	--	--	99	--	--	490	--	--	5	--	--	13	--	--	68	--	--	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	41	41	35914	98	98	98	467	467	489	12	12	5	17	17	15	63	63	67	7	7	14
Students with Disabilities	NC	NC	9808	NC	NC	87	NC	NC	432	NC	NC	35	NC	NC	32	NC	NC	30	NC	NC	3
Students without Disabilities	63	63	69878	100	100	100	464	464	475	8	8	8	21	21	23	65	65	61	6	6	9
Limited English Proficient Students	NC	NC	12594	NC	NC	96	NC	NC	422	NC	NC	34	NC	NC	45	NC	NC	21	NC	NC	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	47	47	38095	92	92	97	462	462	452	6	6	17	23	23	32	66	66	48	4	4	3
Non-Economically Disadvantaged	25	25	41591	100	100	99	464	464	486	12	12	6	20	20	16	60	60	65	8	8	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	77	80372	100	100	99	476	476	475	NA	NA	4	31	31	30	68	68	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	44	39452	100	100	99	482	482	488	NA	NA	3	23	23	22	75	75	72	2	2	3
Male	33	33	40836	100	100	98	468	468	464	NA	NA	6	42	42	37	58	58	56	NA	NA	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	30	30	33608	100	100	99	482	482	462	NA	NA	6	20	20	36	77	77	57	3	3	1
Asian/Pacific Islander	--	--	2098	--	--	99	--	--	500	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	44	44	36213	100	100	99	472	472	489	NA	NA	2	41	41	22	59	59	72	NA	NA	3
Students with Disabilities	13	13	10526	100	100	94	461	461	427	NA	NA	15	38	38	53	54	54	31	8	8	1
Students without Disabilities	64	64	69846	100	100	100	478	478	482	NA	NA	3	30	30	26	70	70	69	NA	NA	2
Limited English Proficient Students	NC	NC	12747	NC	NC	97	NC	NC	432	NC	NC	12	NC	NC	52	NC	NC	36	NC	NC	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	51	51	38521	100	100	98	475	475	461	NA	NA	6	31	31	38	67	67	55	2	2	1
Non-Economically Disadvantaged	26	26	41851	100	100	100	477	477	489	NA	NA	3	31	31	22	69	69	72	NA	NA	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	82	79306	99	99	99	501	501	504	11	11	13	23	23	20	55	55	49	11	11	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	40	38845	100	100	99	490	490	505	13	13	11	35	35	20	43	43	50	10	10	18
Male	42	42	40383	98	98	98	511	511	504	10	10	14	12	12	19	67	67	47	12	12	19
African American	--	--	4171	--	--	98	--	--	485	--	--	20	--	--	26	--	--	44	--	--	10
Hispanic	31	31	32673	97	97	99	496	496	487	10	10	18	29	29	25	52	52	46	10	10	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	--	--	4034	--	--	97	--	--	479	--	--	22	--	--	29	--	--	43	--	--	7
White	51	51	36234	100	100	99	504	504	523	12	12	6	20	20	13	57	57	52	12	12	28
Students with Disabilities	20	20	10286	100	100	91	461	461	462	35	35	41	35	35	27	25	25	27	5	5	5
Students without Disabilities	62	62	69020	98	98	100	512	512	510	3	3	9	19	19	18	65	65	52	13	13	21
Limited English Proficient Students	NC	NC	10291	NC	NC	96	NC	NC	458	NC	NC	38	NC	NC	34	NC	NC	26	NC	NC	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	49	49	37437	100	100	97	499	499	486	12	12	19	24	24	26	55	55	46	8	8	9
Non-Economically Disadvantaged	33	33	41869	97	97	100	503	503	521	9	9	7	21	21	14	55	55	51	15	15	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	79	79000	95	95	98	485	485	489	5	5	10	32	32	24	58	58	58	5	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	38	38774	95	95	99	479	479	494	3	3	7	39	39	22	55	55	61	3	3	10
Male	41	41	40150	95	95	98	490	490	485	7	7	12	24	24	25	61	61	55	7	7	8
African American	--	--	4153	--	--	98	--	--	476	--	--	13	--	--	30	--	--	53	--	--	4
Hispanic	29	29	32508	91	91	98	478	478	472	3	3	15	48	48	33	41	41	49	7	7	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	--	--	4016	--	--	96	--	--	467	--	--	14	--	--	37	--	--	46	--	--	2
White	50	50	36135	98	98	98	488	488	508	6	6	4	22	22	14	68	68	67	4	4	15
Students with Disabilities	17	17	9991	85	85	88	452	452	449	12	12	33	47	47	36	41	41	29	NA	NA	2
Students without Disabilities	62	62	69009	98	98	100	493	493	495	3	3	6	27	27	22	63	63	62	6	6	10
Limited English Proficient Students	NC	NC	10199	NC	NC	95	NC	NC	439	NC	NC	35	NC	NC	47	NC	NC	18	NC	NC	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	46	46	37234	94	94	97	478	478	472	4	4	15	41	41	33	48	48	50	7	7	3
Non-Economically Disadvantaged	33	33	41766	97	97	99	494	494	505	6	6	5	18	18	16	73	73	65	3	3	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	80	79611	96	96	99	497	497	496	5	5	7	41	41	37	54	54	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	40	39016	100	100	99	507	507	511	5	5	4	28	28	29	68	68	66	NA	NA	1
Male	40	40	40519	93	93	98	486	486	482	5	5	10	55	55	44	40	40	46	NA	NA	0
African American	--	--	4188	--	--	98	--	--	486	--	--	9	--	--	40	--	--	50	--	--	0
Hispanic	30	30	32855	94	94	99	489	489	481	3	3	10	53	53	43	43	43	47	NA	NA	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	50	50	36380	98	98	99	501	501	511	6	6	4	34	34	30	60	60	65	NA	NA	1
Students with Disabilities	18	18	10664	90	90	94	468	468	440	11	11	23	61	61	54	28	28	22	NA	NA	1
Students without Disabilities	62	62	68947	98	98	100	504	504	504	3	3	4	35	35	34	61	61	61	NA	NA	1
Limited English Proficient Students	NC	NC	10362	NC	NC	97	NC	NC	438	NC	NC	22	NC	NC	57	NC	NC	21	NC	NC	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	48	48	37626	98	98	98	489	489	479	6	6	10	50	50	45	44	44	45	NA	NA	0
Non-Economically Disadvantaged	32	32	41985	94	94	100	508	508	511	3	3	4	28	28	30	69	69	65	NA	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	84	79327	100	100	98	498	498	518	24	24	19	24	24	20	46	46	46	6	6	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	48	38961	100	100	98	499	499	520	19	19	16	29	29	20	48	48	48	4	4	16
Male	36	36	40295	100	100	97	496	496	516	31	31	21	17	17	19	44	44	44	8	8	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	32	32	32327	100	100	98	495	495	499	25	25	27	31	31	25	41	41	41	3	3	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	--	--	4391	--	--	96	--	--	489	--	--	32	--	--	27	--	--	36	--	--	4
White	50	50	36373	100	100	98	501	501	538	24	24	10	18	18	14	50	50	52	8	8	25
Students with Disabilities	22	22	9321	100	100	87	451	451	467	64	64	54	23	23	22	9	9	21	5	5	3
Students without Disabilities	62	62	70006	100	100	100	514	514	524	10	10	14	24	24	19	60	60	49	6	6	18
Limited English Proficient Students	NC	NC	9431	NC	NC	95	NC	NC	466	NC	NC	53	NC	NC	27	NC	NC	18	NC	NC	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	45	45	37097	100	100	97	483	483	498	38	38	27	29	29	25	29	29	41	4	4	7
Non-Economically Disadvantaged	39	39	42230	100	100	99	516	516	535	8	8	11	18	18	15	67	67	50	8	8	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	84	79501	100	100	98	489	489	497	11	11	10	35	35	25	50	50	60	5	5	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	48	39062	100	100	99	489	489	502	10	10	8	33	33	23	54	54	64	2	2	5
Male	36	36	40368	100	100	98	488	488	491	11	11	13	36	36	27	44	44	57	8	8	3
African American	NC	NC	4279	NC	NC	99	NC	NC	485	NC	NC	14	NC	NC	30	NC	NC	54	NC	NC	2
Hispanic	32	32	32389	100	100	98	481	481	478	9	9	16	44	44	34	47	47	48	NA	NA	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	--	--	4401	--	--	96	--	--	473	--	--	17	--	--	40	--	--	43	--	--	1
White	50	50	36446	100	100	99	493	493	516	12	12	4	30	30	15	52	52	73	6	6	7
Students with Disabilities	22	22	9411	100	100	88	449	449	453	36	36	36	41	41	36	18	18	26	5	5	1
Students without Disabilities	62	62	70090	100	100	100	501	501	502	2	2	7	32	32	24	61	61	65	5	5	5
Limited English Proficient Students	NC	NC	9401	NC	NC	94	NC	NC	443	NC	NC	40	NC	NC	46	NC	NC	14	NC	NC	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	45	45	37183	100	100	97	471	471	479	16	16	16	44	44	34	38	38	49	2	2	1
Non-Economically Disadvantaged	39	39	42318	100	100	99	509	509	513	5	5	5	23	23	17	64	64	70	8	8	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	83	80000	99	99	99	553	553	564	1	1	3	14	14	11	77	77	75	7	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	48	39288	100	100	99	566	566	579	NA	NA	2	13	13	6	75	75	77	13	13	16
Male	35	35	40644	97	97	98	535	535	549	3	3	4	17	17	15	80	80	74	NA	NA	7
African American	NC	NC	4307	NC	NC	99	NC	NC	551	NC	NC	4	NC	NC	13	NC	NC	75	NC	NC	7
Hispanic	32	32	32672	100	100	99	557	557	548	3	3	4	6	6	14	84	84	76	6	6	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	--	--	4424	--	--	97	--	--	549	--	--	3	--	--	14	--	--	77	--	--	5
White	49	49	36602	98	98	99	553	553	579	NA	NA	2	18	18	7	73	73	75	8	8	16
Students with Disabilities	21	21	9919	95	95	93	496	496	505	5	5	9	43	43	35	52	52	54	NA	NA	2
Students without Disabilities	62	62	70081	100	100	100	571	571	571	NA	NA	2	5	5	7	85	85	79	10	10	12
Limited English Proficient Students	NC	NC	9571	NC	NC	96	NC	NC	502	NC	NC	10	NC	NC	29	NC	NC	60	NC	NC	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	45	45	37534	100	100	98	538	538	547	2	2	4	20	20	15	76	76	76	2	2	5
Non-Economically Disadvantaged	38	38	42466	97	97	100	571	571	578	NA	NA	2	8	8	7	79	79	75	13	13	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	79	78546	96	96	97	523	523	543	27	27	15	24	24	18	41	41	52	9	9	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	42	38645	95	95	98	535	535	545	21	21	13	21	21	18	40	40	54	17	17	15
Male	37	37	39792	97	97	97	509	509	542	32	32	17	27	27	17	41	41	50	NA	NA	15
African American	NC	NC	4205	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	22	NC	NC	49	NC	NC	7
Hispanic	19	19	31177	95	95	97	512	512	524	26	26	22	26	26	23	42	42	48	5	5	7
Asian/Pacific Islander	--	--	1940	--	--	99	--	--	580	--	--	5	--	--	9	--	--	53	--	--	33
American Indian/Alaskan Native	--	--	4689	--	--	95	--	--	515	--	--	28	--	--	25	--	--	43	--	--	4
White	59	59	36450	97	97	97	528	528	563	25	25	7	24	24	12	41	41	57	10	10	23
Students with Disabilities	18	18	8093	86	86	82	466	466	489	78	78	50	6	6	24	17	17	23	NA	NA	2
Students without Disabilities	61	61	70453	100	100	100	539	539	549	11	11	11	30	30	17	48	48	56	11	11	16
Limited English Proficient Students	NC	NC	9323	NC	NC	94	NC	NC	491	NC	NC	47	NC	NC	28	NC	NC	24	NC	NC	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	45	45	34694	96	96	96	509	509	524	36	36	23	22	22	23	40	40	48	2	2	7
Non-Economically Disadvantaged	34	34	43852	97	97	99	543	543	559	15	15	10	26	26	13	41	41	56	18	18	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	80	79045	98	98	98	503	503	512	11	11	10	29	29	25	56	56	58	4	4	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	43	38860	98	98	98	515	515	519	5	5	7	26	26	22	63	63	62	7	7	8
Male	37	37	40075	97	97	97	489	489	505	19	19	12	32	32	28	49	49	54	NA	NA	6
African American	NC	NC	4250	NC	NC	98	NC	NC	500	NC	NC	12	NC	NC	31	NC	NC	54	NC	NC	3
Hispanic	19	19	31314	95	95	98	486	486	493	21	21	16	42	42	34	37	37	48	NA	NA	2
Asian/Pacific Islander	--	--	1949	--	--	99	--	--	536	--	--	4	--	--	15	--	--	66	--	--	15
American Indian/Alaskan Native	--	--	4719	--	--	96	--	--	489	--	--	15	--	--	39	--	--	45	--	--	2
White	60	60	36730	98	98	98	510	510	532	7	7	4	25	25	16	63	63	68	5	5	12
Students with Disabilities	19	19	8552	90	90	87	466	466	463	21	21	35	53	53	40	26	26	23	NA	NA	1
Students without Disabilities	61	61	70493	100	100	100	514	514	517	8	8	7	21	21	24	66	66	62	5	5	8
Limited English Proficient Students	NC	NC	9355	NC	NC	95	NC	NC	456	NC	NC	37	NC	NC	48	NC	NC	15	NC	NC	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	45	45	34922	96	96	96	491	491	493	16	16	15	40	40	34	42	42	48	2	2	3
Non-Economically Disadvantaged	35	35	44123	100	100	99	520	520	527	6	6	6	14	14	18	74	74	66	6	6	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	82	79657	100	100	99	553	553	566	2	2	3	11	11	8	87	87	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	44	39120	100	100	99	569	569	580	2	2	2	5	5	4	93	93	92	NA	NA	2
Male	38	38	40423	100	100	98	534	534	553	3	3	5	18	18	12	79	79	83	NA	NA	1
African American	NC	NC	4290	NC	NC	99	NC	NC	560	NC	NC	4	NC	NC	9	NC	NC	86	NC	NC	1
Hispanic	20	20	31642	100	100	99	550	550	552	NA	NA	5	15	15	11	85	85	84	NA	NA	0
Asian/Pacific Islander	--	--	1948	--	--	99	--	--	589	--	--	1	--	--	3	--	--	91	--	--	4
American Indian/Alaskan Native	--	--	4760	--	--	97	--	--	547	--	--	5	--	--	14	--	--	81	--	--	0
White	61	61	36929	100	100	99	555	555	579	3	3	2	10	10	5	87	87	91	NA	NA	2
Students with Disabilities	21	21	9069	100	100	92	493	493	508	10	10	11	38	38	30	52	52	58	NA	NA	1
Students without Disabilities	61	61	70588	100	100	100	573	573	573	NA	NA	2	2	2	5	98	98	91	NA	NA	1
Limited English Proficient Students	NC	NC	9521	NC	NC	96	NC	NC	507	NC	NC	13	NC	NC	24	NC	NC	63	NC	NC	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	47	47	35341	100	100	97	538	538	551	2	2	5	19	19	12	79	79	83	NA	NA	0
Non-Economically Disadvantaged	35	35	44316	100	100	100	574	574	578	3	3	2	NA	NA	5	97	97	90	NA	NA	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	82	78400	95	95	97	556	556	554	16	16	21	22	22	19	51	51	47	11	11	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	38	38686	97	97	98	553	553	554	18	18	20	26	26	20	39	39	49	16	16	12
Male	44	44	39636	94	94	96	558	558	554	14	14	23	18	18	18	61	61	46	7	7	13
African American	NC	NC	4193	NC	NC	97	NC	NC	533	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	5
Hispanic	30	30	30732	94	94	97	553	553	534	13	13	31	27	27	24	50	50	40	10	10	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	31
American Indian/Alaskan Native	--	--	4536	--	--	95	--	--	528	--	--	35	--	--	25	--	--	37	--	--	4
White	49	49	37038	96	96	97	558	558	575	16	16	11	18	18	14	53	53	56	12	12	19
Students with Disabilities	16	16	7840	76	76	81	520	520	498	38	38	60	25	25	18	38	38	20	NA	NA	2
Students without Disabilities	66	66	70560	100	100	99	563	563	560	11	11	17	21	21	19	55	55	50	14	14	14
Limited English Proficient Students	NC	NC	8956	NC	NC	95	NC	NC	502	NC	NC	56	NC	NC	25	NC	NC	18	NC	NC	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	44	44	33014	94	94	95	544	544	534	20	20	31	20	20	24	57	57	40	2	2	5
Non-Economically Disadvantaged	38	38	45386	97	97	99	569	569	569	11	11	15	24	24	15	45	45	52	21	21	18

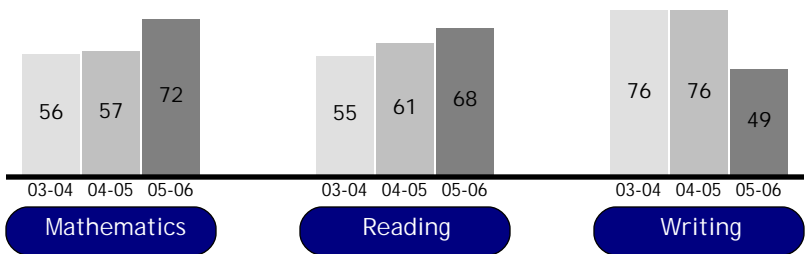
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	85	79179	99	99	98	509	509	519	6	6	11	38	38	27	54	54	58	2	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	38	38974	97	97	99	518	518	524	3	3	8	32	32	25	61	61	61	5	5	5
Male	47	47	40124	100	100	97	502	502	513	9	9	13	43	43	28	49	49	54	NA	NA	4
African American	NC	NC	4243	NC	NC	98	NC	NC	506	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Hispanic	32	32	30987	100	100	98	503	503	498	13	13	17	34	34	36	50	50	45	3	3	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	--	--	4573	--	--	96	--	--	494	--	--	16	--	--	41	--	--	42	--	--	1
White	50	50	37467	98	98	98	512	512	539	NA	NA	5	42	42	17	56	56	70	2	2	8
Students with Disabilities	19	19	8567	90	90	88	473	473	467	21	21	39	63	63	38	16	16	22	NA	NA	1
Students without Disabilities	66	66	70612	100	100	99	518	518	524	2	2	7	30	30	25	65	65	62	3	3	5
Limited English Proficient Students	NC	NC	9013	NC	NC	95	NC	NC	461	NC	NC	40	NC	NC	48	NC	NC	12	NC	NC	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	46	46	33345	98	98	96	496	496	499	9	9	17	43	43	36	48	48	46	NA	NA	1
Non-Economically Disadvantaged	39	39	45834	100	100	99	524	524	533	3	3	7	31	31	19	62	62	67	5	5	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	84	79734	98	98	99	541	541	554	2	2	3	30	30	19	68	68	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	37	39243	95	95	99	558	558	568	3	3	2	16	16	12	81	81	85	NA	NA	1
Male	47	47	40413	100	100	98	527	527	541	2	2	4	40	40	26	57	57	70	NA	NA	0
African American	NC	NC	4285	NC	NC	99	NC	NC	548	NC	NC	3	NC	NC	22	NC	NC	74	NC	NC	0
Hispanic	32	32	31254	100	100	99	538	538	539	3	3	5	31	31	25	66	66	70	NA	NA	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	--	--	4613	--	--	97	--	--	535	--	--	4	--	--	29	--	--	67	--	--	0
White	49	49	37668	96	96	99	544	544	569	NA	NA	1	29	29	13	71	71	85	NA	NA	1
Students with Disabilities	19	19	8943	90	90	92	512	512	495	11	11	11	47	47	51	42	42	38	NA	NA	1
Students without Disabilities	65	65	70791	100	100	100	548	548	561	NA	NA	2	25	25	15	75	75	83	NA	NA	0
Limited English Proficient Students	NC	NC	9138	NC	NC	97	NC	NC	492	NC	NC	13	NC	NC	46	NC	NC	40	NC	NC	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	45	45	33718	96	96	97	528	528	538	4	4	5	40	40	26	56	56	69	NA	NA	0
Non-Economically Disadvantaged	39	39	46016	100	100	100	555	555	567	NA	NA	2	18	18	14	82	82	84	NA	NA	1

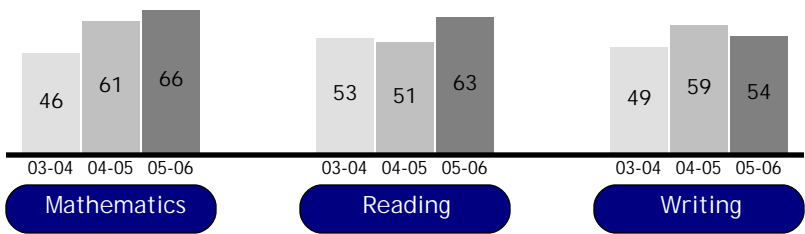
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

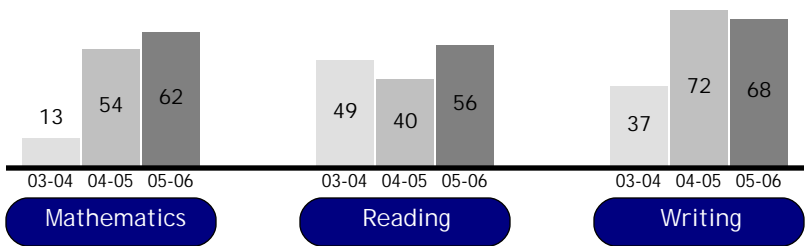
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	54	NA	58	98	53	53	47	93	48	48	46
	Language	98	43	43	50	98	54	54	47	93	58	58	48
	Mathematics	98	76	76	64	98	61	61	50	93	63	63	52
3	Reading	93	45	NA	55	100	34	34	44	91	52	52	46
	Language	97	49	49	61	100	36	36	44	99	52	52	46
	Mathematics	97	52	52	61	100	39	39	51	100	50	50	52
4	Reading	99	44	NA	56	100	42	42	48	95	52	52	52
	Language	97	41	41	52	100	42	42	49	100	46	46	52
	Mathematics	99	59	59	61	100	46	46	53	100	48	48	58
5	Reading	100	41	NA	55	98	45	45	50	94	48	48	56
	Language	100	37	37	49	98	41	41	50	95	48	48	54
	Mathematics	100	59	59	63	98	43	43	49	98	48	48	52
6	Reading	97	51	NA	56	99	41	41	51	98	50	50	56
	Language	99	37	37	48	99	35	35	47	96	44	44	50
	Mathematics	97	67	67	66	99	42	42	52	90	52	52	58
7	Reading	93	46	NA	54	100	54	54	50	91	50	50	54
	Language	93	44	44	58	100	49	49	52	98	50	50	58
	Mathematics	92	52	52	62	100	50	50	50	84	50	50	54
8	Reading	98	50	NA	55	99	44	44	51	91	58	58	58
	Language	96	35	35	52	99	42	42	50	98	48	48	56
	Mathematics	96	59	59	61	99	46	46	53	90	63	63	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Nadaburg Elementary School

School Site Council

Council Composition

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Council Duties

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	36.00
Other Professional Staff	13.00	Teacher Aide	22.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	0	0
4 to 6 years	3	3	0	0
7 to 9 years	5	3	0	0
10 or more years	12	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	91
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

Ü Computer Lab with Internet Connectivity	Ü Multi-purpose Room
Ü Media Center/Library	

Extracurricular Activities

Ü Instrumental Band (Gr. 7-8) & Chorus	Ü Basketball (Grades 6-8)
Ü Student Council	Ü Volleyball (Grades 6-8)
Ü Softball(Grades 6-8)	Ü National Junior Honor Society
Ü Art/Drama/Chess Clubs	

Social Services

Ü Community Technology Classes	Ü Parenting Classes
Ü In-school Student Counseling Services	
Ü Family Counseling Assistance	
Ü Recreational Activities	

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü We communicate with families to ensure consistent attendance. We provide after-school tutoring sessions for all grade levels. We also employ additional paraprofessionals to help in the classroom. We strive to reduce class sizes at each grade level.
- ü The majority of our professional staff have received extensive computer training via Project Venture. They also attend many teaching-related workshops and conferences throughout the school year and during the summer.
- ü Certified staff developed and implemented a year long curriculum plan that was aligned with state standards. Their plans were reviewed, updated, and modified accordingly.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	91	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

All students are required to wear uniforms. Re-direct programs work toward assigning a disposition to a student for unacceptable behavior. We continually research ways to promote a positive school climate, while maintaining safety and order. A Safe Schools Program has been initiated that includes counseling services for students and parents, peer mediation, character education, and staff development to ensure a safe and secure school environment.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	William J. Collins (Will be initiating this year.)	(623) 388-2321
Transportation Policy	Sara DiPasquale	(623) 388-2321
Community Resources	William J. Collins	(623) 388-2321
School Nutrition Programs	Martie Lyle	(623) 388-2321
Parent Organization	Veronica Rosas	(623) 388-2321
Student Health/Nurse	Christine Florendo	(623) 388-2321

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.